

### 3-6 LANGUAGE ARTS CORE

#### Standard 4000-01: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6

<p>4030-0101 Objective 1: Develop language through listening and speaking.</p> <ul style="list-style-type: none"> <li>Identify specific purpose(s) for listening (e.g., to gain information, to be entertained).</li> <li>Listen and demonstrate understanding by responding appropriately (e.g., follow multiple step directions, restate, clarify, question, summarize).</li> <li>Speak clearly and audibly with expression in communicating ideas (i.e., effective rate, volume, pitch, tone, phrasing, tempo).</li> <li>Speak in complete sentences with appropriate subject-verb agreement.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Use eye contact when listening. (Note: This may not appropriate in some cultures).</li> <li>Comprehension demonstrated through facial expressions, gestures, drawing, pointing, and a few isolated words or expressions.</li> <li>Follows simple commands.</li> <li>After repeated observation student may participate in chants, songs, and practicing patterns.</li> <li>Repeats simple spoken words and phrases.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>Listen and verbally respond to simple questions with single words or short phrases</li> <li>Respond appropriately to basic social conventions (e.g. greetings, turn taking)</li> <li>Follow simple directions.</li> <li>Imitate speech patterns.</li> <li>Use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).</li> <li>Orally communicate basic needs (e.g., “May I get a drink of water?”)</li> <li>Develop fluency in speaking by participating in chants and songs, and practicing patterns.</li> <li>Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense).</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses.</li> <li>Restate and execute multi-step oral directions.</li> <li>Actively participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</li> <li>Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</li> <li>Develop fluency in speaking by participating in chants and songs, and practicing patterns.</li> <li>Begin to converse in complete sentences with expression containing some developmental errors such as subject-verb agreement, plural/singular, and word order.</li> </ul>

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**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

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#### Standard 4000-01: Oral Language - Students develop language for the purpose of effectively communicating through listening, speaking, viewing, and presenting.

ELA Objective	ELP Level	English Language Proficiency Standards			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

	<b>A</b>	<ul style="list-style-type: none"> <li>Listen for a purpose and respond to multiple-step directions, restate, clarify, question, and summarize.</li> <li>Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</li> <li>Actively participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.</li> <li>Use simple figurative language and idiomatic expressions to communicate ideas to a variety of audiences (e.g., “It’s raining cats and dogs.”).</li> <li>Develop fluency in speaking by participating in chants and songs, and practicing patterns.</li> <li>Speak using more academic language, with occasional subject-verb agreement errors.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>
4030-0102 Objective 2: Develop language through viewing media and presenting. <ul style="list-style-type: none"> <li>Identify specific purpose(s) for viewing media (i.e., to gain information, distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion).</li> <li>Use a variety of formats (e.g., drama, sharing of books, personal writings, choral readings,</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support, students will preview key vocabulary prior to viewing media presentations.</li> <li>View a variety of media presentations attentively (facing the presenter, monitor, etc.).</li> <li>Participate in group presentations by preparing pictures and posters.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support, students will preview key vocabulary prior to viewing media presentations.</li> <li>Students will produce key vocabulary at the end of a presentation with use of graphic organizers, labeling, drawing, etc.</li> <li>Participate in group presentations by preparing pictures and posters.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher support, students will identify specific purpose(s), for viewing media (i.e., to gain information distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion).</li> <li>With teacher support, students will use a variety of formats to present (e.g., drama, sharing of books, personal writings, choral readings, informational reports).</li> </ul>

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informational reports) in presenting with various forms of media (e.g., pictures, posters, charts, ads, newspapers).	A	<ul style="list-style-type: none"> <li>Identify specific purpose(s) for viewing media (i.e., to gain information distinguish between fiction/non-fiction, distinguish between fact/opinion, form an opinion, determine presentation's accuracy).</li> <li>Use a variety of formats to present with various forms of media (e.g., charts, ads, newspapers, graphs, videos, slide shows, etc.).</li> </ul>			
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		3	4	5	6
	F	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			

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### 3-6 LANGUAGE ARTS CORE

<b>4030-02 Standard II: Concepts of Print – Students develop an understanding of how printed language works.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4000-0201 Objective 1:</b> Demonstrate an understanding that print carries “ <u>the</u> ” message. <ul style="list-style-type: none"> <li>Recognize print carries different messages.</li> <li>Identify messages in common environmental print (e.g., signs, boxes, wrappers).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students can identify a few messages in common environmental pictographs by using native language, pointing, or matching activities.</li> <li>After instruction, students who have had previous schooling can understand that print carries “the” message.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but will need support from their teachers.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
<b>4000-0202 Objective 2:</b> Demonstrate knowledge of elements of print within a text. <ul style="list-style-type: none"> <li>Identify front/back, top/bottom, left/right of text/book.</li> <li>Discriminate between upper- and lower-case letters, numbers, and words in text.</li> <li>Show the sequence of print by pointing left to right with return sweep.</li> <li>Identify where text begins and ends.</li> <li>Identify punctuation in text (i.e., periods, question marks, exclamation points).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>After instruction and modeling, students can begin to demonstrate the elements of print (front/back, top/bottom, left/right, discriminate between upper and lower case letters, return sweep, beginning and ending of text, and punctuation) by pointing, responding in native language, or using one-word responses.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>After instruction and modeling, students can begin to demonstrate the elements of print (front/back, top/bottom, left/right, discriminate between upper and lower case letters, return sweep, beginning and ending of text, and punctuation) by pointing, responding in native language, or using one-word or short phrases.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			

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### 3-6 LANGUAGE ARTS CORE

<b>4030-03 Standard III: Phonological and Phonemic Awareness - Students develop phonological and phonemic awareness.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>4000-0301 Objective 1:</b> Demonstrate phonological awareness. <ul style="list-style-type: none"> <li>Count the number of words in a sentence.</li> <li>Count the number of syllables in words.</li> <li>Identify and create a series of rhyming words orally (e.g., cat, bat, sat, _____).</li> <li>Recognize words beginning with the same initial sound in an alliterative phrase or sentence (e.g., Six snakes sold snacks and sodas.).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>After instruction and modeling, students can recognize English phonemes that correspond to phonemes they already hear and produce in native language.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>Students are able to recognize a series of simple rhyming words orally after teacher modeling.</li> <li>Students with little or no formal education will not be able to count the number of words in a sentence, count the number of syllables in words, identify and create a series of rhyming words orally, or recognize initial sounds.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> <li>Students with little or no formal education will not be able to count the number of words in a sentence, count the number of syllables in words, identify and create a series of rhyming words orally, or recognize initial sounds.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective with support from their teachers.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
<b>4000-0302 Objective 2:</b> Recognize like and unlike word parts (oddity tasks). <ul style="list-style-type: none"> <li>Identify the word that does not rhyme in a series of words (e.g., bat, cat, sat, <u>p</u>ig).</li> <li>Identify the words with same beginning consonant sound in a series of words (e.g., man, sat, sick) and ending consonant sound (e.g., ma<u>n</u>, sa<u>t</u>, the<u>n</u>).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students can identify some words, if presented slowly, when the sounds correspond to their native language.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>After teacher modeling, students can begin to identify single words. Can begin to name some words that rhyme.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>After teacher modeling, students are able to identify single words that rhyme in a series of words.</li> <li>They can begin to recognize words with same beginning and ending sounds.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			

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<b>4030-03 Standard III: Phonological and Phonemic Awareness - Students develop phonological and phonemic awareness.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<p>4000-0303 Objective 3: Orally blend word parts (blending). Blend syllables to make words (e.g., /ta/.../ble/, table).</p> <ul style="list-style-type: none"> <li>Blend onset and rhyme to make words (e.g., /p/.../an/, pan).</li> <li>Blend individual phonemes to make words (e.g., /s/.../a/.../t/, sat).</li> </ul>	<b>PE</b>	With teacher support, students will recognize English phonemes that correspond to phonemes students already hear in their native language. Will use a primary language phoneme inventory to identify corresponding English phonemes (i.e., Spanish “J” = English “H”).
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support, students will recognize English phonemes that correspond to phonemes students already hear in their native language. Will use a primary language phoneme inventory to identify corresponding English phonemes (i.e., Spanish “J” = English “H”).</li> <li>With teacher modeling, students can echo and blend simple syllables and individual phonemes to make words.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher modeling, students can blend syllables, onset and rhymes, and individual phonemes to make words.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>
<p>4000-0304 Objective 4: Orally segment words into word parts (segmenting).</p> <ul style="list-style-type: none"> <li>Segment words into syllables (e.g., table, /ta/.../ble/).</li> <li>Segment words into onset and rhyme (e.g., pan, /p/...an).</li> <li>Segment words into individual phonemes (e.g., sat, /s/.../a/.../t/).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students can echo word segments, onset and rhymes and individual phonemes, but may not produce correct sounds if they are not found in native language.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>Students will segment simple words into syllables by clapping and singing. Small group participation is helpful in achieving this goal.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher modeling, students can blend syllables, onset and rhymes, and individual phonemes to make words.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>

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<b>4030-03 Standard III: Phonological and Phonemic Awareness - Students develop phonological and phonemic awareness.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

4000-0305 Objective 5: Orally manipulate phonemes in words and syllables (manipulation). <ul style="list-style-type: none"> <li>Substitute initial sound (e.g., replace the first sound in mat to /s/, say sat).</li> <li>Substitute last sound (e.g., replace last sound in mat with /p/, say map).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students can echo the replacement of initial and final sounds, but may not produce sounds correctly in they are not found in their native language.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>In small group setting or with full class participation, student can substitute initial and/or last sounds in words.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher modeling, students can substitute initial and final sounds in words.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>

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### 3-6 LANGUAGE ARTS CORE

4030-04 Standard IV: <u>Phonics and Spelling</u> - Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.				
ELA Objective	ELP Level	English Language Proficiency Standards		
		3	4	5
				6
4000-0401 Objective 1: Demonstrate an understanding of the relationship between letters and sounds. <ul style="list-style-type: none"> <li>Name all upper- and lower-case letters of the alphabet in random order.</li> <li>Match consonant and short vowel sounds to the correct letter.</li> <li>Blend simple cvc sounds into one-syllable words</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students can sing or echo alphabet letters in order.</li> </ul>		
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher modeling and support, students will identify and pronounce consonants, blends, vowels, and vowel combinations.</li> <li>In small group and/or with partners, students will begin to recognize English phonemes and begin to match sounds to correct letters of the alphabet.</li> </ul>		
	<b>I</b>	<ul style="list-style-type: none"> <li>In small groups and/or with partners, students will recognize English phonemes that correspond to the English pronunciation of letters.</li> <li>In small groups or with a partner, students will produce English phonemes that <i>are not like</i> the phonemes students hear and produce in their primary language.</li> <li>In small groups or with a partner, students will identify and pronounce consonants, blends, vowels, and vowel combinations. r-controlled, diagraphs, diphthongs, etc.</li> </ul>		
	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>		
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>		
4030-0402 Objective 2: Use knowledge of structure analysis to decode words. See kindergarten, first, and second grade.	<b>PE</b>	<ul style="list-style-type: none"> <li>Students will be able to recognize sounds that correspond to sounds found in their native language, and may not hear other sounds.</li> <li>With teacher support, students will begin to identify sound patterns to decode words (e.g., echo reading, choral reading, chants, reader's theater, etc.).</li> </ul>		
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support, students will identify some sound patterns and begin to decode words (e.g., echo reading, choral reading, chants, reader's theater, etc.).</li> </ul>		
	<b>I</b>	<ul style="list-style-type: none"> <li>In small groups or with a partner, students will identify and read contractions, compound words, and apply sound patterns to decode words (e.g., echo reading, choral reading, chants, reader's theater, etc.).</li> </ul>		

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### 3-6 LANGUAGE ARTS CORE

#### 4030-04 Standard IV: Phonics and Spelling - Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6

	<b>A</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>
4030-0403 Objective 3: Spell words correctly. <ul style="list-style-type: none"> <li>Use knowledge of word families, patterns, syllabication, and common letter combinations to spell new words.</li> <li>Spell correctly grade level compound words, words with plural endings, and common phonograms.</li> <li>Spell an increasing number of high frequency and irregular words correctly (e.g., friend, square, special).</li> <li>Learn the spellings of irregular and difficult words (e.g., electric, planet, trapper, rectangle).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Students may be able to write a few letters not necessarily related to correct letter sounds.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>Spelling for the ELL must be done in context rather than in isolated word lists.</li> <li>With teacher support, students will write the sounds that they hear.</li> <li>With teacher support, students will label drawings, spell correctly using word walls, picture dictionaries, graphic organizers.</li> <li>After modeling, students can participate cooperatively to copy word families, patterns, syllabication, and common letter combinations to spell new words (e.g., Word Work).</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>Spelling for the ELL must be done in context rather than in isolated word lists.</li> <li>In small groups or with a partner, students will stretch out words to write the sounds that they hear.</li> <li>In small groups or with a partner, students will spell correctly using word walls, picture dictionaries, and graphic organizers.</li> <li>In small groups or with a partner, students will form new words using word families, patterns, syllabication, and common letter combinations.</li> <li>In small groups or with a partner, students will begin to identify and spell some compound words, words with plural endings, inflectional endings, prefixes, and suffixes.</li> <li>Will spell an increasing number of high-frequency sight words.</li> </ul>

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### 3-6 LANGUAGE ARTS CORE

#### 4030-04 Standard IV: Phonics and Spelling - Students apply understanding of phonics and other strategies to decode and spell unfamiliar words while reading and writing.

ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6

	<b>A</b>	<ul style="list-style-type: none"> <li>Spelling for the ELL must be done in context rather than in isolated word lists.</li> <li>Spell more and more words correctly in their writing using spelling tools as needed.</li> <li>Form new words using word families, patterns, syllabication, and common letter combinations with help as needed.</li> <li>Identify and spell an increasing number of compound words, words with plural endings, inflectional endings, prefixes, and suffixes.</li> <li>Spell an increasing number of high-frequency sight words.</li> <li>Spell an increasing number of irregular and more difficult words.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>
4030-0404: Objective 4: Use spelling strategies to achieve accuracy (e.g., prediction, visualization, association). <ul style="list-style-type: none"> <li>Use knowledge about spelling to predict the spelling of new words.</li> <li>Visualize words while writing.</li> <li>Associate the spelling of new words from known words and word patterns.</li> <li>Use spelling generalities to assist spelling of new words (e.g., doubling of consonants, “le” endings, adding suffixes).</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Spelling for the ELL must be done in context rather than in isolated word lists.</li> <li>Students may be able to write a few letters not necessarily related to correct letter sounds.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>Spelling for the ELL must be done in context rather than in isolated word lists.</li> <li>Students may begin to spell simple words that they encounter in their classroom environment. Their words may have correct sounds, but not correct spelling</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>In small groups or with a partner, students will use an increasing number of spelling strategies and generalizations to predict the spelling of simple words.</li> <li>In small groups or with a partner, students will visualize a few words while writing.</li> <li>In small groups or with a partner, students will associate and predict a few words using known words and word patterns.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Predict the spelling of an increasing number of words using spelling strategies and generalizations.</li> <li>Visualize an increasing number of words while writing.</li> <li>Associate an increasing number of words using known words and word patterns.</li> <li>Use spelling generalizations with an increasing number of words.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>

**ELP LEVEL CODE:** For complete definitions of each level, refer to the Appendix.

**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

### 3-6 LANGUAGE ARTS CORE

<b>4030-05 Standard V: <u>Fluency</u> - Students develop reading fluency to read aloud grade level text effortlessly without hesitation.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<p>4030-0501 Objective 1: Read aloud grade level text with appropriate speed and accuracy.</p> <ul style="list-style-type: none"> <li>Read grade level text at a rate of approximately 100 wpm.</li> <li>Read aloud grade level text with an accuracy rate of 95-100%.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support, students will begin to identify labeled objects in the room and environmental print by pointing.</li> <li>Students who are literate in their primary language can read books in their primary language on and above grade level.</li> <li>With teacher support, students may begin to decode beginning leveled guided reading books in English with strong picture support in small groups. Other materials would include pattern books, bilingual literature, and simplified texts with few words, but rich in illustrations and/or graphs.</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>Read an appropriate leveled book in their primary language.</li> <li>There will be pronunciation problems with many sounds.</li> <li>With teacher support, students will read at an appropriate guided reading level. They may only decode text and not have any comprehension of content. Students will more than likely be reading below grade level in English.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher support, students will read at an appropriate guided reading level with materials that match the student's ability. Students will more than likely be reading below grade level in English and may have comprehension problems.</li> <li>Read an appropriate leveled book in their primary language or English independently and/or with a partner.</li> <li>There will be some pronunciation problems with some sounds.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Read an appropriate leveled book in their primary language or English independently and/or with a partner with an accuracy rate of 95-100%.</li> <li>Students may still have difficulty in pronouncing some words.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support</li> </ul>
<p>4030-0502 Objective 2: Read aloud grade level text effortlessly with clarity.</p> <ul style="list-style-type: none"> <li>Read grade level text in</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>Participate in shared reading activities such as reader's theater, chants, songs and poems, which provide repeated reading to learn phrasing, intonation, expression, and punctuation cues.</li> <li>If student is fluent in native language, he/she can read books in native language.</li> </ul>

**ELP LEVEL CODE:** For complete definitions of each level, refer to the Appendix.

**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

### 3-6 LANGUAGE ARTS CORE

<b>4030-05 Standard V: <u>Fluency</u> - Students develop reading fluency to read aloud grade level text effortlessly without hesitation.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<p>meaningful phrases using intonation, expression, and punctuation cues.</p> <ul style="list-style-type: none"> <li>Read with automaticity 300 third grade high-frequency/sight words.</li> </ul>	<b>E</b>	<ul style="list-style-type: none"> <li>Participate in shared reading activities such as reader's theater, chants, songs and poems, which provide repeated reading to learn phrasing, intonation, expression, and punctuation cues.</li> <li>Begin to read the first 25 high-frequency/sight words.</li> <li>Students will not be reading fluently at grade level in English.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>Participate in shared reading activities such as reader's theater, chants, songs and poems, which provide repeated reading to improve phrasing, intonation, expression, and punctuation cues.</li> <li>Begin to read the first 100 high-frequency/sight words.</li> <li>Students will not be reading fluently at grade level in English.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Participate in shared reading activities such as reader's theater, chants, songs and poems, which provide repeated reading to improve phrasing, intonation, expression, and punctuation cues.</li> <li>Begin to read with the first 200 high-frequency/sight words.</li> <li>Students may be reading at grade level in English but may still need help with comprehension.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>

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### 3-6 LANGUAGE ARTS CORE

4030-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.					
ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6
4030-0601 Objective 1: Learn new words through listening and reading widely. <ul style="list-style-type: none"><li>Use new vocabulary learned by listening, reading, and discussing a variety of genres.</li><li>Learn the meaning and properly use a variety of grade level words (e.g., words from literature, social studies, science, math).</li></ul>	PE	<ul style="list-style-type: none"><li>When students are provided with listening and reading experiences that focus on pattern books, chants, and songs, they will use newly acquired vocabulary in group discussions and group writing activities such as language experience stories.</li></ul>			
	E	<ul style="list-style-type: none"><li>When students are provided with listening and reading experiences that focus on pattern books, chants, and songs, they will use newly acquired vocabulary to participate in group discussions, contribute to group writing activities, and to independently write simple sentences.</li></ul>			
	I	<ul style="list-style-type: none"><li>When collaborating with peers, student will use newly acquired vocabulary to contribute to group discussions and to independently write more complex sentences.</li></ul>			
	A	<ul style="list-style-type: none"><li>When collaborating with peers, student will increase use of newly acquired academic vocabulary (social studies, science, math, literature) to contribute to group discussions and to independently write complex sentences.</li></ul>			
	F	<ul style="list-style-type: none"><li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li></ul>			
4030-0602 Objective 2: Use multiple resources to learn new words by relating them to known words and/or concepts. <ul style="list-style-type: none"><li>Use multiple resources to determine the meanings of unknown words (e.g., simple dictionaries, glossaries, beginning thesauruses).</li><li>Relate unfamiliar words and concept to prior knowledge to increase vocabulary (e.g., rotation: planets, spinner, taking turns).</li></ul>	PE	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will begin to use classroom and environmental print to determine meaning of new words having to do with daily routines.</li><li>Students will use their primary language to determine meaning of English print.</li></ul>			
	E	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will use classroom, environmental print, picture dictionaries, and bilingual dictionaries to determine meaning of new words.</li><li>Students will use their primary language to determine meaning of new English words.</li></ul>			
	I	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will use classroom, environmental print, picture dictionaries, bilingual dictionaries, glossaries, and beginning thesauruses to determine meaning of new words.</li><li>Students will use their primary language and prior content knowledge to increase vocabulary development and use.</li></ul>			

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### 3-6 LANGUAGE ARTS CORE

4030-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.					
ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6
	A	<ul style="list-style-type: none"><li>Students will use classroom, environmental print, bilingual dictionaries, glossaries, and beginning thesauruses to determine meaning of new words.</li><li>Students will use their primary language and prior content knowledge to relate unfamiliar words and concepts to increase vocabulary development and use.</li></ul>		<ul style="list-style-type: none"><li>Students will use classroom, environmental print, bilingual dictionaries, glossaries, and beginning thesauruses to determine meaning of new words.</li><li>Students will use their primary language and prior content knowledge to relate unfamiliar words and concepts to increase vocabulary development and use. With teacher support, students will determine gradients of meanings between related words and concepts (e.g., ambassador: official, representative)</li></ul>	
	F	<ul style="list-style-type: none"><li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li></ul>			
4030-0602 Objective 3: Use structural analysis and context clues to determine meanings of words. <ul style="list-style-type: none"><li>Identify meanings of words using prefixes and suffixes.</li><li>Use context to determine the meaning of unknown key words (e.g., The <u>ferocious</u> dog growled at the children.).</li><li>Use context to determine the meanings of synonyms, antonyms, homonyms (e.g., blue, blew) and multiple-meaning words (e.g., light).</li></ul>	PE	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will use classroom and environmental print to determine meaning of new words.</li><li>Students will listen to new words during teacher read-aloud activities that are read slowly with simple patterns and repetition.</li><li>Students may participate in simple echo and choral readings after several repetitions.</li></ul>			
	E	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will use classroom and environmental print to determine meaning of new words.</li><li>Students will determine meaning of new words when listening to read-aloud activities that utilize patterns and repetition.</li><li>Students will participate in echo, choral, and buddy reading that is simple and repetitive.</li></ul>			
	I	<ul style="list-style-type: none"><li>When classrooms provide a print-rich environment, students will use classroom and environmental print to determine meaning of new words.</li><li>Students will use context clues during group readings and discussions to determine meaning of new words with teacher support.</li><li>Students will use context clues during independent reading to determine meaning of new words (e.g., illustrations, ask for clarification, etc.).</li></ul>			

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### 3-6 LANGUAGE ARTS CORE

4030-06 Standard VI: <u>Vocabulary</u> – Students learn and use grade level vocabulary to increase understanding and read fluently.				
ELA Objective	ELP Level	English Language Proficiency Standards		
		3	4	5
		6		
	<b>A</b>	<ul style="list-style-type: none"> <li>When classrooms provide a print-rich environment, students will use classroom, environmental print, word families, root words, prefixes, and suffixes to determine meaning of new words.</li> <li>Students will use context clues during group/independent readings and group discussions to determine meaning of new words.</li> </ul>		
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>		

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### 3-6 LANGUAGE ARTS CORE

4030-07 Standard VII: <u>Comprehension</u> – Students understand, interpret, and analyze narrative and informational grade level text.					
ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6
4030-0701 Objective 1: Identify purposes of text. <ul style="list-style-type: none"><li>Identify purpose for reading.</li><li>Identify author’s purpose.</li></ul>	PE	<ul style="list-style-type: none"><li>Students can listen to simple stories but will not understand the purpose for reading unless it is discussed in their native language.</li></ul>			
	E	<ul style="list-style-type: none"><li>Students can listen to simple stories but may not understand the purpose for reading unless it is discussed in their native language.</li></ul>			
	I	<ul style="list-style-type: none"><li>Student can listen to stories and begin to understand the purpose for reading.</li></ul>			
	A	<ul style="list-style-type: none"><li>After teacher modeling, students can use expanded vocabulary and some descriptive words to identify purpose for reading and or author’s purpose.</li></ul>			
	F	<ul style="list-style-type: none"><li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li></ul>			
4030-0702 Objective 2: Apply strategies to comprehend text. <ul style="list-style-type: none"><li>Relate prior knowledge to make connections to text (e.g., text to text, text to self, text to world.).</li><li>Generate questions about text (e.g., factual, inferential, evaluative).</li><li>Form mental pictures to aid understanding of text.</li><li>Make and confirm predictions as reading using</li></ul>	PE	<ul style="list-style-type: none"><li>With teacher support, and in native language, students will orally identify relationship between text read to them in their native language and their own experience.</li><li>Can represent key character(s) through drawing on text read to them in their native language.</li><li>Express predictions by answering yes/no questions.</li></ul>			
	E	<ul style="list-style-type: none"><li>With teacher support, students will orally identify relationships between text and their own experience using simple sentences.</li><li>Express predictions by answering yes/no questions.</li><li>Retell familiar stories and participate in short conversations using guided reading texts or oral readings by using appropriate gestures, expressions, and illustrative objects.</li></ul>			

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### 3-6 LANGUAGE ARTS CORE

<b>4030-07 Standard VII: <u>Comprehension</u> – Students understand, interpret, and analyze narrative and informational grade level text.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
title, picture clues, text and prior knowledge. <ul style="list-style-type: none"> <li>• Make inferences and draw conclusions from text.</li> <li>• Identify topic/main idea from text noting details.</li> <li>• Summarize important ideas/events and supporting details in sequence.</li> <li>• Monitor and clarify understanding applying fix-up strategies while interacting with text.</li> <li>• Compile information from text.</li> </ul>	<b>I</b>	<ul style="list-style-type: none"> <li>• In a small group or with a partner, read and use more detailed sentences to orally describe relationships between text and their own experiences.</li> <li>• Ask simple (e.g., who, where, what, why) questions about text.</li> <li>• Form mental pictures to aid understanding.</li> <li>• Express predictions using key words and/or phrases.</li> <li>• Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences on guided reading level.</li> <li>• Copy information from a graphic organizer cooperatively generated.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>• Describe relationships between text and their experience.</li> <li>• Ask more complex questions about text.</li> <li>• Form mental pictures to aid understanding.</li> <li>• Express predictions using key words and/or phrases.</li> <li>• Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences.</li> <li>• Retell stories in greater detail including characters, setting, plot, and summary.</li> <li>• Compile information from text on a graphic organizer with assistance from teacher or cooperative partner.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>• Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>			
4030-0703 Objective 3: Recognize and use features of narrative and informational text. <ul style="list-style-type: none"> <li>• Identify characters, setting, sequence of events, problem/resolution.</li> <li>• Identify different genres:</li> </ul>	<b>PE</b>	With teacher support: <ul style="list-style-type: none"> <li>• Draw and label characters and settings, after being read to orally from simple literary texts.</li> <li>• Use pictures to identify characters in fairy tales, folktales, myths, and legends, and tall tales after listening to simple literary texts or watching audiovisual versions.</li> <li>• If literate in their primary language, students may be able to point out text features such as title, table of contents, and chapter headings.</li> </ul>			

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### 3-6 LANGUAGE ARTS CORE

**4030-07 Standard VII: Comprehension – Students understand, interpret, and analyze narrative and informational grade level text.**

ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6

<p>fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, historical fiction.</p> <ul style="list-style-type: none"> <li>Identify information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.</li> <li>Identify different structures in text (e.g., problem/solution, compare/contrast).</li> <li>Locate facts from a variety of informational text (e.g., newspapers, magazines, books, other resources).</li> </ul>	<b>E</b>	<p>With teacher support:</p> <ul style="list-style-type: none"> <li>Orally identify different characters and settings in simple literary texts using words or phrases.</li> <li>Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends, and tall tales.</li> <li>Point out text features such as title, table of contents, index, glossary, chapter headings, and subheadings.</li> <li>Orally identify the basic sequence of written text using simple sentences.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>Identify characters, setting, and sequence of events using graphic organizers and cooperative grouping.</li> <li>With support (e.g., guided reading or cooperative groups), read simple fairy tales, poems, realistic fiction, fantasy fables, folk tales, tall tales, biographies, historical fiction, and science fiction.</li> <li>With teacher or partner assistance, point out and identify the function of basic text features such as title, table of contents, index, glossary, chapter headings, subheadings, diagrams, charts, and captions.</li> <li>In a small group or with a partner, use a Venn Diagram to compare/contrast (how one or more items are the “same and different”). Use graphic organizers to explain cause/effect, order of importance, and time.</li> <li>In a small group or with a partner, locate facts from a variety of informational texts.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>Identify characters, setting, and sequence of events. Read and orally identify the main problem of a plot and how it is resolved in a selection.</li> <li>With support (e.g., guided reading groups) read and identify different genres: fairy tales, poems, realistic fiction, fantasy, fables, folk tales, tall tales, and biographies.</li> <li>After explicit instruction and practice, identify and use information from pictures, captions, diagrams, charts, graphs, table of contents, index, and glossary.</li> <li>Use graphic organizers or work in cooperative groups to identify different structures in text (e.g., problem/solution, compare/contrast, cause/effect).</li> <li>Locate and use information from a variety of informational texts.</li> </ul>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, with support from their teachers.</li> </ul>

**ELP LEVEL CODE:** For complete definitions of each level, refer to the Appendix.

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### 3-6 LANGUAGE ARTS CORE

<b>4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<p>4030-0801 Objective 1: Prepare to write by gathering and organizing information and ideas (pre-writing).</p> <ul style="list-style-type: none"> <li>• Generate ideas for writing by reading, discussing literature and informational text, and reflecting on personal experiences.</li> <li>• Select and narrow a topic from generated ideas.</li> <li>• Identify audience, purpose, form for writing.</li> <li>• Use a variety of graphic organizers to organize information.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>• Contributes to discussion in primary language. When provided with a graphic organizer, students will express personal experiences through drawings.</li> <li>• Participates in selection of topic in primary language. When participating in whole group writing activity, students will successfully copy story onto individual journals, shape books, posterboards, etc.</li> <li>• Students will complete graphic organizers in their primary language and/or with use of drawings.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>• Contributes to discussion in primary language and simple English phrases. When provided with a graphic organizer, students will express personal experiences through drawings and simple sentences.</li> <li>• Participates in selection of topic in primary language. When participating in whole group writing activity, students will successfully contribute to development of story and will successfully copy story onto individual journals, shape books, poster-boards, etc.</li> <li>• Students will complete graphic organizers in their primary language or use simple English sentences, with teacher assistance if necessary.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>• With the use of graphic organizers and/or group discussions, students will generate ideas for writing topics in primary language or English. When directed in a group writing activity, students will be able to contribute to discussions pertaining to audience and purpose in primary language or English.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>• Students will use journals, graphic organizers to list writing topics generated from personal experiences.</li> <li>• Students will select a writing topic, audience and purpose to for a pre-writing activity. Writing will be in students' primary language or in English. Students' writing in English may exhibit grammatical errors.</li> <li>• Will successfully use a variety of graphic organizers in primary language or in English.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>• Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul> <p>Note: Will continue to need peer editing opportunities in order to help students develop more sophisticated styles of writing (more use of metaphors, similes, idioms, etc.).</p>			

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**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

### 3-6 LANGUAGE ARTS CORE

<b>4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<p>4030-0802 Objective 2: Compose a written draft.</p> <ul style="list-style-type: none"> <li>Draft ideas on paper in an organized manner utilizing words and sentences (e.g., beginning, middle, end; main idea; details; characterization; setting; plot).</li> <li>Use voice to fit the purpose and audience.</li> <li>Use strong verbs and vivid language.</li> <li>Identify and use effective leads and strong endings.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support, students will copy words to describe their pictures in English (i.e., teacher writes word beside a picture and student copies).</li> <li>Students who are literate in their primary language will draft ideas on paper in an organized manner utilizing words and sentences in their primary language (beginning, middle, end; main idea, details; characterization; setting; plot).</li> </ul>
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support (language experience story, pattern sentences, etc.), students will contribute to writing activities using simple English phrases. Students will successfully copy student-generated writing into journals, shape books, and/or individual papers.</li> <li>Students who are literate in their primary language will draft ideas on paper in an organized manner utilizing words and sentences in their primary language (beginning, middle, end; main idea, details; characterization; setting; plot).</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>With teacher support and modeling (access to writing samples, graphic organizers), students will draft ideas on paper using a three paragraph format and beginning/middle/end. Students will successfully contribute to group-generated writing using multiple paragraph format, beginning/middle/end, character development, setting, and plot.</li> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul> <p>Note: Limited vocabulary, such as word choices in writing, increase the amount of time ELLs need for writing.</p>
	<b>A</b>	<ul style="list-style-type: none"> <li>Students will draft ideas on paper using multiple paragraph format, beginning/middle/end, main idea and details. Students will successfully contribute to group-generated writing using multiple paragraph format, beginning/middle/end, character development, setting, and plot.</li> <li>Note: Students may exhibit grammatical errors and may not write as extensively as English speaking peers.</li> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul> <p>Note: Limited vocabulary, such as word choices in writing, increase the amount of time ELLs need for writing.</p>
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul> <p>Note: Will continue to need peer editing opportunities in order to help students develop more sophisticated styles of writing (more use of metaphors, similes, idioms, etc.).</p> <p>Note: Limited vocabulary, such as word choices in writing, increase the amount of time ELLs need for writing.</p>

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**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

### 3-6 LANGUAGE ARTS CORE

4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.					
ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6
4030-0803 Objective 3: Revise by elaborating and clarifying written draft. <ul style="list-style-type: none"> <li>Revise draft to add details, strengthen word choice, clarify main idea, reorder content.</li> <li>Enhance fluency by using a variety of complete sentences (i.e., varied sentence length, simple and complex sentences).</li> <li>Revise writing considering the suggestions of others.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support (language experience stories, pattern stories, etc.), students will correctly copy complete sentences into journals, shape books, individual sheets, etc.</li> <li>Students who are literate in their primary language will revise to add details, strengthen word choice, clarify main idea, and reorder content in their primary language.</li> </ul>			
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support (language experience stories, pattern stories, etc.), students will correctly copy complete sentences into journals, shape books, individual sheets, etc. in English. In small group settings, students will be able to contribute to a group-writing project.</li> <li>Students who are literate in their primary language will revise to add details, strengthen word choice, clarify main idea, and reorder content in their primary language.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students will successfully write simple sentences in English.</li> <li>When participating in peer editing or with teacher assistance, students will add detail to their writing (e.g., adjectives).</li> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students will successfully write more complex sentences.</li> <li>When participating in peer editing or with teacher assistance, students will add detail to their writing (e.g., adjectives, adverbs, word choice).</li> </ul> Note: Students may exhibit grammatical errors and may not write as extensively as English speaking peers. <ul style="list-style-type: none"> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul> Note: Will continue to need peer editing opportunities in order to help students develop more sophisticated styles of writing (more use of metaphors, similes, idioms, etc.).			
4030-0804 Objective 4: Edit written draft for conventions. <ul style="list-style-type: none"> <li>Edit writing for correct punctuation (i.e., capitals in holidays, titles, greetings)</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support and modeling, students will copy words and sentences with the correct capitalization and punctuation.</li> <li>Students who are literate in their primary language will edit writing to correct capitalization and punctuation in their primary language.</li> </ul>			

**ELP LEVEL CODE:** For complete definitions of each level, refer to the Appendix.

**PE** = Pre-Emergent    **E** = Emergent    **I** = Intermediate    **A** = Advanced    **F** = Fluent

### 3-6 LANGUAGE ARTS CORE

<b>4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>

<p>and closing of letters, personal titles, dates, letter writing, contractions, abbreviations).</p> <ul style="list-style-type: none"> <li>• Edit for spelling of grade level appropriate words.</li> <li>• Edit for standard grammar (e.g., subject-verb agreement, verb tense, comparatives, superlatives, pronouns).</li> <li>• Edit for appropriate formatting features (e.g., margins, indentations, titles).</li> </ul>	<b>E</b>	<ul style="list-style-type: none"> <li>• With teacher support and modeling, students will write simple sentences in English with the correct capitalization and punctuation.</li> <li>• Students who are literate in their primary language will edit writing to correct capitalization and punctuation in their primary language.</li> </ul>
	<b>I</b>	<ul style="list-style-type: none"> <li>• Students' independent writing will demonstrate the correct use of capitalization and punctuation, but may have problems with correct subject/verb agreement.</li> <li>• Students will be able to contribute to whole class or small group writing activities and demonstrate correct use of capitalization, punctuation, subject/verb agreement and singular/plural in complex sentences.</li> <li>• Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>
	<b>A</b>	<ul style="list-style-type: none"> <li>• Students' independent writing will demonstrate the correct use of capitalization, punctuation, subject/verb agreement, and singular and plural in complex sentences. Students will be able to contribute to whole class or small group writing activities and demonstrate correct use of introductory and dependent clauses in complex sentences.</li> </ul> <p>Note: Students may exhibit grammatical errors and may not write as extensively as English speaking peers.</p> <ul style="list-style-type: none"> <li>• Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>
		<ul style="list-style-type: none"> <li>• Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul> <p>Note: Will continue to need peer editing opportunities in order to help students develop more sophisticated styles of writing (more use of metaphors, similes, idioms, etc.).</p>

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### 3-6 LANGUAGE ARTS CORE

<b>4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.</b>					
<b>ELA Objective</b>	<b>ELP Level</b>	<b>English Language Proficiency Standards</b>			
		<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
4030-0805 Objective 5: Use fluent and legible handwriting to communicate. <ul style="list-style-type: none"> <li>Write using upper- and lower-case cursive letters using proper form, proportions, and spacing.</li> <li>Develop fluency with cursive handwriting.</li> <li>Produce legible documents with cursive handwriting.</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support, students will copy text using correct upper/lower case letters, numbers, spacing, and proportion</li> </ul> Note 1: Students with little or no formal schooling or with no prior experience with the Roman alphabet may need instruction focused on manuscript letters. Note 2: Some Latin American countries teach cursive writing before manuscript writing.			
	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support, students will copy text using correct upper/lower-case letters, numbers, spacing, proportion and increased legibility.</li> <li>Produce, legible documents in manuscript or cursive handwriting.</li> </ul> Note 1: Student with little or no formal schooling or with no prior experience with the Roman alphabet may need instruction focused on manuscript letters. Note 2: Some Latin American countries teach cursive writing before manuscript writing.			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students will independently write text using correct upper/lower case letters, numbers, spacing, proportion and increased legibility. With instruction of cursive writing, students will begin to use cursive letters in their writing.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students will independently write text using cursive letters, correct upper/lower case letters, numbers, spacing, proportion and increased legibility.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul>			
4030-08-6 Objective 6: Write in different forms and genres. <ul style="list-style-type: none"> <li>Produce personal writing (e.g., journals, friendly</li> </ul>	<b>PE</b>	<ul style="list-style-type: none"> <li>With teacher support, students will copy words into journals, shape books, paper, etc.</li> <li>Students who are literate in their primary language will produce personal writing in their primary language.</li> </ul>			

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### 3-6 LANGUAGE ARTS CORE

4030-08 Standard VIII: <u>Writing</u> - Students write daily to communicate effectively for a variety of purposes and audiences.					
ELA Objective	ELP Level	English Language Proficiency Standards			
		3	4	5	6
<p>notes and letters, personal experiences, family stories, literature responses).</p> <ul style="list-style-type: none"> <li>Produce traditional and imaginative stories, narrative and formula poetry.</li> <li>Produce informational text (e.g., explanation of a complex process-math/journals, observations, content area reports, summaries).</li> <li>Produce writing to persuade (e.g., expressing opinions with supporting data).</li> <li>Produce functional text (e.g., newspaper and newsletter articles).</li> <li>Share writing with others using illustrations, graphs, and/or charts to add meaning.</li> <li>Publish 4-6 individual products.</li> </ul>	<b>E</b>	<ul style="list-style-type: none"> <li>With teacher support (language experience stories, pattern stories), students will copy simple sentences into journals, shape books, paper, etc. Students will independently copy environmental print (word walls, signs, labels, charts, calendar, name, etc.) into journals, paper, etc. Students who are literate in their primary language will produce personal writing in their primary language.</li> </ul>			
	<b>I</b>	<ul style="list-style-type: none"> <li>Students will produce personal writing using simple phrases/sentences.</li> <li>Students will use simple sentences to describe drawings (e.g., mini books, shape books).</li> <li>With teacher support or peer support, students will produce informational text (e.g., copy observations, lists, etc.).</li> <li>With teacher support or peer support, students will contribute to the production of persuasive and functional texts.</li> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>			
	<b>A</b>	<ul style="list-style-type: none"> <li>Students will produce personal writing using more complex sentences to describe personal experiences and literature responses.</li> <li>Students will use more complex sentences to produce narrative texts.</li> <li>With teacher support or peer support, students will produce informational text (e.g., book reports, observations, summaries).</li> <li>With teacher support or peer support, students will produce persuasive and functional texts.</li> <li>Students who are literate in their primary language will exhibit mastery of this standard in their primary language.</li> </ul>			
	<b>F</b>	<ul style="list-style-type: none"> <li>Students are able to meet the Core Curriculum standard and objective, but may need occasional support.</li> </ul> <p>Note: Will continue to need teacher and peer support when producing more sophisticated styles of writing (more use of metaphors, similes, idioms, presentations, newspaper/newsletter articles, etc.).</p>			

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